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R E P O R T

ON

THE ORGANIZATION OF

MILITARY SCHOOLS,

AND TO THE TRUSTEES OF THE

UNIVERSITY OF MISSISSIPPI,

NOVEMBER, 1861,

BY F. A. P. BARNARD, LL. D.,

LATE CHANCELLOR OF THE UNIVERSITY.

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JACKSON:

COOPER & KIMBALL, PRINTERS.

1861.



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1874

# R E P O R T .

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*To the Honorable the Board of Trustees*

*Of the University of Mississippi:—*

The undersigned, late Chancellor of the University, charged by the Board with the duty of collecting information regarding existing systems of Military education in the Confederate States, begs leave respectfully to submit the following report:—

It will be remembered that, at the meeting of your Honorable body held at the period of the regular annual commencement in June last, the undersigned took occasion, in his annual report, to allude to the evidences then apparent of the existence of a feeling among the people of the State, favorable to the introduction of the Military system of instruction and discipline into the University. No action was taken upon the subject by the Board, but members of the body expressed, informally, their desire for further information regarding it; and, not long afterwards the Legislature of the State passed a resolution recommending the matter to the careful attention of this body.

**Military  
organiza-  
tion first  
suggest'd  
in June.**

These circumstances combined to induce the undersigned to commence the labor of informing himself in regard to the essential features of the system of Military education, as it exists in contemporary military schools within the limits of the Confederacy; with a view of being able to respond intelligently to the inquiries which he naturally presumed might be addressed to him by your Honorable body, on their re-assembling in adjourned session in October. To this end, he made it convenient to visit Tuscaloosa during the final week of the session of the University of Alabama (into which institution the Military system

**Collection  
of infor-  
mation  
commen-  
ced.**

**Visit to  
Tuscaloo-  
sa.**



has been successfully introduced within the past two years,) and there to make a personal inspection of the operation of the plan of discipline, of the arrangement of quarters, and of the mode of management of the fiscal concerns of the University,—in all which particulars the regulations of military institutions differ totally from those of ordinary colleges ; and in which, accordingly, in the institution visited, there has been a complete and sweeping revolution since the time when the undersigned was officially connected with it. From the Superintendent and Commandant of cadets in that institution, the undersigned received every facility for informing himself in regard to the matters toward which his inquiries were directed ; and he obtained from them the promise to furnish him with such documents as might be necessary to convey to a legislative body like this Board, distinct notions of the exact measures required, in order most promptly and successfully to engraft the system upon any other educational institution. Unfortunately—owing mainly, as it has since appeared, to delays in printing—these documents were not received in time to be thoroughly examined during the session of the Board ; nor did the possession of them alone suffice to furnish all the information desired. It seemed, therefore, to your honorable body, expedient to direct further inquiry to be made ; and the authority to carry out this determination was conferred on the undersigned in the following resolution :

Delay of  
docum'ts.

Farther  
inquiry  
directed.

Letter of  
instruction.

“*Resolved*, That Rev. F. A. P. Barnard, or some other suitable person, be appointed to report to the Board, at their next meeting, a plan, including the necessary buildings, rooms, &c., and course of instruction, for a military school to be added to the University.”

The only instructions given to the undersigned, were the general ones conveyed in this resolution.

Report  
not intentionally  
conflict'ng  
with pro-

The views presented in this report were accordingly formed, and its conclusions were reached without a knowledge of the fact that an outline of the plan of future organization for the Univer-

sity had been sketched by a committee of your own body, and referred for consideration to the meeting in November. If any differences therefore should be found to exist between the projects thus separately originated, they are not the result of any intentional antagonism.

ject before  
the Board

Preliminary to presenting the results of the inquiries made by the undersigned in accordance with the foregoing instructions, it may be proper to observe, that, among the educational institutions which assume to be more or less military in their character, there are at least *three classes* distinctly separable, differing from each other in the degree to which the military feature enters into their system of operations. In the first, the manual exercise of the soldier in the use of arms, and the field tactics of infantry, are taught by means of a daily drill; but the regimen and discipline of ordinary academic institutions remain unaltered. To this extent any college may become military, without any necessary alteration in the general plan of its operations, in the structure or furniture of its buildings, or in the organization of its academic staff;—without, therefore, any necessary expenditure, either original or permanently continued, beyond that to which it had been subjected before. It is not even necessary, in an institution which aims at no more than this, that it should embrace in its academic staff a single man of military education. Any civilian professor may become, with a few weeks practice in a camp of instruction or in a military school, a drill-master competent to all the exigencies of this simple service:—and accordingly we observe, at this very time that a large proportion of those colleges which, in spite of the reduction of their numbers, still continue their operations, announce that military instruction has been made a part of their system.

Classifi-  
cation of  
schools  
called mil-  
itary.

Schools of  
the first  
class.

No in-  
crease of  
expendi-  
ture re-  
quired.

In the second class of institutions of which we are speaking, the ordinary course of academic *in-*  
*struction* in colleges continues to be undisturbed; but the ordinary system of academic government and discipline is entirely discarded; and in its place is substituted the code of military law provided for the government of the army. In these

Schools of  
the sec'nd  
class.

institutions, the student is constrained to conform himself, in all particulars, to the rigorous rules which govern the garrison or the camp; the unbending exactions of a military police follow him through all the details of daily occupation and duty; and the unslumbering eye of military vigilance is on him even in the retirement of his private quarters. The comprehensive and uncompromising principle of absolute control, reaches and modifies every habit of his life, and moulds him to that severity of method, and that mechanical exactness in the discharge of duty, which characterize the actual soldier. Between institutions of the two classes which have just been distinguished, the difference is evidently very wide; and in regard to the extent to which the education they impart may with propriety be called military, it is no less so. Into the one the military element enters so superficially, as to constitute little more than an external show; into the other it penetrates so deeply, as to give character to the whole, and to effect it vitally in every part. Student life in the one no more resembles that in the other, than the idle pageantries of a holiday parade resemble the severe realities of actual service.

Differences.

Schools of the Second class require the services of Military men.

Institutions in which this thorough training of youth to all the personal habits essential to the efficient professional soldier is attempted, require to have among their instructors and governors men who have themselves been educated to the military life. Civilian Professors need not, on this account, be excluded from their academic staff; but it cannot be expected of such, that they will be able to carry out and enforce a regimen uncongenial to the habits in which they have themselves been trained; though to military men it is one which has become so familiar as to be easy and natural.

Schools of the third class

The third of the three classes of military institutions which have been above defined, embraces those in which not only the government but also the course of instruction is determined in reference to the exactions of a purely military education.

From these, the study of the ancient classics and of English Belles Lettres is to a great degree ex-



cluded—the space occupied by these subjects in the ordinary collegiate course being filled with the severer mathematics and physics, industrial and topographical drawing, military and civil engineering, artillery and ordnance studies, the science of gunnery, pyrotechny, strategy, &c., &c.—all which descriptions of knowledge, though not essential to the soldier in the ranks, or to officers of inferior grades, are indispensable to those upon whom devolve the responsibilities of higher command, or the direction of the operations of actual warfare.

If we would distinguish from each other, in the briefest manner, the three classes of institutions of which mention has been made, confining ourselves to the most prominent military characteristic of each, we should say that they are institutions for training in *military tactics*, training in *military regimen*, and training in *military science*.

Distinctive features of the three classes of schools.

Few persons probably could be found, who would advocate the transformation of all our higher educational institutions, into schools of this third class. While it is of the last importance to the public safety that there should be men, and a sufficient number of men, most thoroughly educated in the highest military science, yet it by no means follows that the public would be the gainer, were all our youth to be educated in the same way. The mere statement of the case is sufficient to show, that the greater part of the cost of such education, for any practical application of its results on the public service, would be thrown away. It is only the comparatively few, who, as engineers, or artillerymen, or generals, are required, or who find the opportunity, to apply in practice the more difficult or abstruse principles of military science. In modern times, it has been the usage of all, or at least of most, civilized nations, to provide, by special schools, for the public exigency in this particular; but nowhere, and among no people, has it been proposed to make all schools, or even many schools, military, in this peculiar and highest sense. If among our own people, at present, there is a prevalent feeling in favor of the infusion into our higher schools of learning of the military element, this

Nothing gained by converting colleges generally into military schools of the third class.

Government schools usually suffice for education of this grade.



feeling cannot be justly interpreted into a choice that all these schools shall become *purely* military.

The University of Mississippi will hardly be made a military school of the third class.

The undersigned feels warranted, therefore, in coming to the conclusion, that it cannot be any part of the design or anticipation of the Board of Trustees of the University of Mississippi or of the Legislature in recommending this subject to their attention, that this institution should in any event be transformed into a school so purely military as the Military Institute at Lexington in Virginia; or the Citadel Academy at Charleston in South Carolina. So far as the mental culture of the youth here educated is concerned, it cannot be doubted that it will continue to be esteemed hereafter, as it has been hitherto, the wisest aim, to endeavor to produce scholars proficient in elegant learning to adorn our literary annals, or men of science to prosecute investigation in all the varied fields which nature presents, rather than to constrain all minds to run in a single channel, and thus, by a species of unnecessary and artificial fetter, to check the progress of general intellectual advancement among us. Whatever change, therefore, may be introduced into the plan of operation of the University of Mississippi, it is to be presumed that it will consist in the adoption of the distinctive characteristic of one or the other of the two classes of military, or *quasi* military, institutions first named.

Choice lies between the other two classes.

Comparison of the two plans.

Arguments in favor of the first.

In regard to the plan of the first of these classes, in which it is proposed to teach Tactics, and usually Infantry Tactics only, without adopting the military regimen, the conclusions to which the inquiries and the reflection of the undersigned have led him, are decidedly unfavorable. The plan has one rather seductive feature of recommendation—it may be adopted and put into operation in little time, with little trouble, and at little expense. It has also another, which is hardly less so:—when adopted, it presents to the superficial observer or to the casual visitor, so much that externally resembles a more thorough-going system, that it contents, at least for the moment, the popular demand for change. The principal objection to it is, that it is not what it seems, nor what it is common-

ly taken to be. It imparts, in no proper sense of the word, a military education. It does not make soldiers. Instruction in a simple system of mechanical movements can with no sort of propriety be called *education*. Education is something which reaches and modifies the nature—draws forth and gives bent to the capacities mental or physical, and leaves its permanent impress on the habits. Place youth under military government, and they become educated to military life and military rule. We do not say that they become *instructed* in those things. There is no propriety in such language. They are educated. Their modes of thinking, their views of subordination, their notions of duty, are all tinged with the spirit of the system under which they have grown up. These things have become so inwrought into their moral natures, that they can no more be divested of them. And in their personal and daily habits of life, they have become so completely trained to system, that order and method are to them as easy and natural, as if such instincts had been implanted in them at their birth. Thus, while the mental culture is going forward, which may fit them for positions of command and responsibility in coming life, a silent and simultaneous moulding of their moral and physical natures is proceeding parallel with it, which makes them capable at length, when duty requires, of subsiding into purely animated machines, obeying with mechanical exactness the voice of authority.

That such a military education is of value, and may be of value to youth of all classes, can hardly be denied. It can never, like much of the education to the higher military science already spoken of, be lost to its subjects, or to the world in which they live, even on supposition that, after leaving the schools, they become absorbed in the occupations of civil life, and are never called upon to bear arms in their country's defence, still the habits of order and method in the transaction of business which they have learned as part of their military training, will contribute much to their usefulness as citizens; while the lessons of self-dependence, and the power and the willingness to use their own hands, which are inculcated in the

Objections

What constitutes education

Schools of the second class educate.

Value of military education:

discipline of the school-barracks, will add greatly to their ability, under all vicissitudes, to secure their own comfort and happiness. Should the occasion arise, however, for the specific display of the soldierly qualities which their education has furnished them, in consequence of the outbreaking of war, the great advantage which they will possess over volunteers whose early training has been different, will become strikingly manifest. They will enter the field soldiers ready made, and adapt themselves to the usages of military life without an effort. And it is a consideration of no small importance that the regular and methodical habits which their early education has taught them to be an essential part of the discipline of the camp, will constitute a protection against disease of the most efficacious kind. It is notorious that, as a general rule, armies of volunteers, during their first campaign, suffer far more from the ravages of sickness than from the casualties of the battle-field. The sanitary statistics of regular armies exhibit results widely different; and the difference can only be rationally explained by considering the dissimilarity of personal habits between these different classes of troops. Could we suppose a volunteer army to be made up entirely of men who had been thoroughly educated in military schools, we might reasonably look for a mortality from natural disease among them, hardly greater, even from the beginning, than is observed to occur in the regular service. But though a volunteer army composed wholly of such material is a thing that can never be looked for, yet it is obvious that any body of citizen soldiery, called suddenly into active service, may be greatly benefited by the presence in it and the influence over it of even a scattered few of the well educated graduate; of our military schools. And thus it appears that a military education which is substantial and real to the extent of imbuing its subject with the spirit of military subordination, accustoming them to military discipline, and moulding their habits to a soldier-like method and exactness, though it may stop short of that elevated order of military science which is necessary to the engineer, the ord-

' Value of  
military  
education.



nance officer, or the commander of armies, will still be of eminent value to those who receive it, whatever may be the situations which they may afterwards fill in life.

Such an education is, however, not given by the institutions which confine themselves to instruction in tactics merely, devoting an hour or two daily to drill in marching, manœuvring and the manual exercise. It is an objection, therefore, to the plan which those institutions pursue, that it holds out a promise to the public which is not fulfilled. And accordingly it can hardly fail to happen that, if any of the patronage which such an institution receives, is drawn to it in the hope of the benefit which a genuine military education can confer, it will presently be lost again so soon as it is discovered that this hope is unfounded.

That a discrimination like this is actually made by the public, will very manifestly appear, if we compare any two existing institutions chosen severally from the first and the second of the classes into which we have distinguished the military schools of our country. Most of our colleges hitherto purely civilian have assumed for the present the character of military schools of the first class, so that we may take any one of these as an illustration of the popular favor which such schools are capable of securing. Hardly one of them, it is believed, can *want*, at the present time, a tithe of the numbers it was able to draw together without any aid from the attractive military feature, a year ago. A very few other institutions, however, have gone so far as to make the promised military education a reality; and the silent verdict of the public in favor of the superiority of the system, which they have adopted, appears in their unreduced, or their actually extended ranks. The University of Alabama furnishes a remarkable example of this kind. Two years ago, the roll of its students did not combine more than seventy or eighty names. One year ago—a thorough system of military regimen having been in the meantime introduced—it had grown to about one hundred and twenty. At the present time, when all the colleges and schools in that and the neighboring

Schools of the first class fail to educate.

Consequences.

Examples in illustration.

*Account*

*embrace*



States beside, have fallen away—some of them almost or quite to extinction—that institution exhibits for the first time a total greater than has appeared on its catalogue for twenty years—the number of its students now exceeding one hundred and fifty.

Public estimate of schools of the first class.

It is evident then, that the public soon learn to understand the promise held out by institutions of the first class to be illusive; and that the military semblance which they assume soon ceases to attract.

Effect on members of the institutions themselves.

But if this is the effect upon the public who observe it from without, there is another produced upon those within whose task it is to maintain the semblance, which is not much more satisfactory. Both students and instructors are conscious that it is but a semblance which they maintain after all; and it very shortly ceases to interest. While it is a novelty, the daily drill is entered into with spirit; but when the novelty has passed by, it becomes a disagreeable and irksome duty. The temptation to the student is great, to escape from this constantly recurring and monotonous task, by withdrawing from the institution and seeking some other where similar usages do not exist: and against such proceedings there is no such obstacle, as in the schools where military law prevails, and where discharge is granted not on the mere application of the student, but at the option of the authorities.

Institutions of the first class derive no benefit from the military feature.

Considerations of this kind have led the undersigned to the conclusion, therefore, that the institutions placed, in these dismissions, in the first class of military schools, derive no important advantage from the military element in their constitution; and that they may possibly, sometimes, be injuriously affected by it. Accordingly, if the University of Mississippi is to be hereafter ranked among military schools, it seems to be greatly desirable, that it should adopt a thoroughly military system of government. And such may fairly be presumed to be the sense of your honorable body; since anything less than such an expectation, would have rendered the inquiry which the undersigned has been commissioned to make an

unnecessary labor. For, as has been already observed above, in an institution which proposes to be military only, to the extent of instructing in infantry tactics, there is no need of any modification in the system of academic police, or the plan of fiscal management, or the structure or furniture of quarters, or even in the *personel* of the academic staff. Hence, those of our colleges which, at an hour's notice, have announced themselves prepared to commence operations, on a military plan, have contented themselves to do so without the elaborate examination of the subject which it has seemed fitting to your honorable body to make, before taking any decisive action.

It will be observed that, thus far, our comparison of the two classes of military institutions which we have been considering, has been confined to an estimate of their relative merits in a point of view purely educational. The aim has been to discover what should be the legitimate effect of their differing plans of operation, in forming the character and determining the ruling habits of thought and action of the student, and thus giving color to his whole future life. It seems fitting that if a choice is to be made between them, it should be made in view of these fundamental and most radically important considerations: for certainly no considerations of immediate convenience or momentary advantage ought to be permitted to outweigh such as seriously affect the great original purpose and main object of the institution itself. There can be no doubt, however, that the military regimen has been introduced into some of our colleges, for a reason quite apart from its educational merits; yet one which possesses an importance sufficient to entitle it to a moment's attention. The most serious evils which embarrass the management of our higher educational institutions, which shake the public confidence in them as schools of moral training, and tend thus, without doubt, measurably to limit their usefulness, are evils which grow out of the thoughtlessness and frivolity of youth, constantly outbursting in ebullitions of frolic and mischief, and resulting

Comparison of the two plans as to their efficiency in the preservation of order.

occasionally in grave disturbances or total interruptions of the peace and good order of the academic community. In some institutions these evils, in their most vexatious form, have been so persistent and so annoying, as quite to discourage the ordinary academic authorities, whose utmost efforts for their suppression they have successfully defied and baffled. It is not, therefore, to be wondered at, if, in an institution so afflicted, the military rule has been called in, not so much with reference to its educational value, as for its admitted competency to deal with disorders of this description, however deeply seated and however chronic.

Preven-  
tive char-  
acter of  
the Mili-  
tary Regi-  
men.

The efficiency of the military regimen in the preservation of order, springs in great measure from its preventive character. It opposes itself to the very beginnings of disorder, and takes away, to a great extent, the opportunity to offend. This important end is secured in part, by the perpetual surveillance which it keeps up over the entire academic community; and in part by the round of duties with which it occupies much of the time, that, in ordinary colleges, is too often abandoned to that idleness which is rarely the parent of good. But to some extent the secret of the restraining power of the military regimen is to be sought in its manner of dealing with offences actually committed. These, when serious, are tried, as in the army, by courts-martial (cadet officers as well as officers of the staff sitting as members of the court) and the testimony of witnesses to the facts is taken on oath. The military regimen repudiates totally the principle, so long tacitly admitted in colleges as to have passed into common law, that no student shall give testimony against another. The principle is an absurd one, anywhere: since it confounds and makes equally odious, testimony given in open court, on the demand of the legal authorities sitting in the capacity of triers of an alleged offense, with *information* volunteered unasked for, and given in secret. It is hardly necessary to say that much of the reckless daring with which infractions of the public peace are perpetrated, in our ordinary col-

Treatme't  
of offen-  
ces.



legiate institutions, is a consequence of the security against conviction, which the recognition of this principle affords. If military law did nothing but simply to strike down the shield, which has thus so often effectually screened offenders even when they were publicly known, its adoption would impose a more powerful restraint upon the spirit of disorder, than all the legislative provisions of all the collegiate codes existing, are at present able to afford.

If it were proposed to the University of Mississippi to subject itself to the considerable expense which must attend the adoption of the system of military rule, for no other reason but that which is to be found in the considerations just presented, the question might fairly be raised whether, for us, the object proposed would justify the outlay. Had this institution been subject to the continual internal agitations which have disquieted others, had its history been marked by constantly recurring conflicts or by any conflicts at all between the governors and the governed, had the course of study here been seriously interrupted, or the public confidence in the University as a school of learning or of morals been impaired by causes such as have elsewhere produced results so injurious, then perhaps it might reasonably be said that no expenditure which the resources at the command of the Board might permit, or which the legislature might be pleased to grant, would be too great to secure the removal of these grave evils. But nothing whatever of this sort is true. No college in the country—no college in the world—can present a more satisfactory history than the University of Mississippi; and, if we confine our attention to the past four years, no *military* institution even, anywhere, can boast to have enjoyed a more uninterrupted internal tranquility, or to have displayed a healthier tone of morals, than may be justly claimed for this institution. If the military regimen is to be adopted here, it will not therefore be under the pressure of an uncompromising necessity, or as a last refuge against anarchy and ruin. And it is a circumstance peculiarly favor-

Military system not necessary for the preservation of order in the University.



able to the exercise of an unbiased judgment, and to the formation of a wise decision, upon the question presented, that there is nothing in the condition of the University to-day, to distract attention from the points of strictly educational interest, in which the plans submitted for comparison differ from each other.

Conservative character of the system never the less valuable.

The decision having been made, however, in view of these superior considerations, there can be no harm, in case it should be favorable to the military regimen, in recognizing the value of that conservative principle inherent in the military system, which has just formed the subject of remark. A tranquil past in a collegiate institution may afford a reasonable ground for hoping for a tranquil future; but it has been justly remarked that no equilibrium is more unstable than that of a community of impulsive youth. The University of Mississippi might possibly still go on for a century, in the enjoyment of that same internal peace which has distinguished it during its past brief history of thirteen years; but it would be something to feel that an organization had been given to it, which establishes the certainty that it *must* do so. And this feeling might perhaps contribute to conciliate to it the confidence of some yet hesitating parents, who have hitherto withheld from it their patronage, not from a special distrust of this institution, but from a general doubt of all institutions of the class of ordinary colleges—a doubt engendered by the insubordination and turbulence and vice of which those institutions are so often the scenes.

Order of the foregoing remarks.

It will be understood from the foregoing remarks, that the object of the undersigned in this inquiry has been to ascertain precisely what are those matters which require the action of your honorable body, or of the Legislature of the State in order that the University of Mississippi may, if thought advisable, be transformed into a thorough school of military education of the second of the classes above defined. In the prosecution of this inquiry, he has availed himself of the authority conferred in his letter of instruction, to visit the Arsenal Academy at Columbia, S. C., and the Mili-

tary Institute at Lexington, Va.; to the authorities of both which institutions he is indebted for courtesies, which it gives him pleasure here to acknowledge. In order that the results arrived at may be most clearly and succinctly presented, it will be most convenient to consider them under different heads.

## ORGANIZATION.

In the existing schools belonging to the class we are considering, some differences may be observed in the organization of the academic and military staff. In all of these, however, the chief authority in the institution is vested in a superintendent, who bears the same relation to the instructors, and students and all other persons connected with the institution, which the commander of a fortress sustains to the officers and soldiers of the garrison, and all others within the limits of his command. The superintendent may be a civilian, as in the University of Alabama; where the gentleman presiding over the institution at the time of the adoption of the new organization has been continued in authority under a double title. The superintendent has the exclusive direction of all the scholastic exercises, renders all estimates and communications to the Board of Trustees, and reports annually to the Governor of the State upon the condition of the institution in all its departments.

Superintendent.

The immediate command of the student, or cadet, body considered as a military corps, is committed to a Commandant of Cadets, who should take rank and hold authority next to the Superintendent. It is the duty of the Commandant to see that the cadets are properly instructed in Infantry and Artillery drill, to direct the arrangement of all military duties, and to act as chief of the military police. The Commandant will need assistance in the discharge of his duties of military instructor and governor: the number of subordinate officers required being dependent on the numbers of the corps.

Commandant of Cadets.

The academic staff to be associated with the

A cademic staff. two principal officers just specified, may be more or less numerous, according to the number and variety of the branches of science or letters taught in the institution, and the number of learners to be instructed. The instructors in military tactics may, of course, be members, at the same time, of the academic staff. It is the opinion of the military officers of other institutions who have been consulted, that, in schools of the character we are considering, *all* the members of the academic staff should be—if not themselves men of military education—at least commissioned as military officers by the Governor of the State. The Superintendent may thus, properly, hold the commission of Colonel, the Commandant, of Lieut. Colonel, the Professors, of Major, and the Assistant Professors, of Lieutenant.

All instructors to be commissioned

Number of professorships.

In regard to the number of professorships which ought to be provided for in the University of Mississippi, it may not perhaps be strictly a part of the duty of the undersigned, under the present instructions, to offer an opinion. The subject coming up however naturally in this place, there can be no impropriety in observing that, should the number of students or cadets hereafter become as great as it has been heretofore, there seems to be no necessity for a reduction in the number of chairs: though possibly advantage might be taken of the existing vacancy of all of them, to adjust the distribution of duties somewhat differently from what it has been made heretofore. Since, however, there is no great probability that the University will be largely attended before the return of peace, there can be no doubt that your honorable body will feel it to be a duty to consider how to reduce the academic staff in such a manner as least to impair its efficiency as a corps of instruction. By referring to the organization of the Faculty during the earlier period of the history of the University, it will be seen that the two chairs of Latin and Greek were then combined in one. The chairs of English embraced also then the subject of Ethics, Metaphysics and Political Economy. The chair of Chemistry and Natural Philosophy were likewise united; and the chair of



Pure Mathematics was charged with the allied subjects of Astronomy and Civil Engineering. Some of these arrangements might, with advantage, be resumed. A single chair of classical learning might take the place of the two existing ones, and the Chair of English might be restored to its original form. For the rest, Mathematics and Natural Philosophy, with their kindred studies, might best be associated, and Chemistry, Mineralogy, Geology, Physiology and Natural History be assigned to a fourth department. The academic Faculty would thus, for the present, embrace only four professorships. Two of these may be holden by the Superintendent and the Commandant; the incumbents of the remaining two, if the proper men can be found, may aid in giving instruction in Tactics, after having fulfilled their own scholastic duties.

Number  
and duties  
of profes-  
sors.

It is obvious, however, that, in one or two of the departments of instruction, as above arranged, assistant professors will be needed, unless the cadet corps should be exceedingly small; and it may further be observed that, as no provision has been made in the programme for the modern languages, an instructor in those branches must be employed, should they continue to be taught.

Assistant  
professors

Any reduction of the academic staff below what is here indicated could hereby be made without destroying the character of the University as a collegiate institution; and even such a reduction as this ought only to be acceded to under the pressure of necessity.

Ineppediency o  
greater re-  
duction.

#### ADMISSION OF CADETS.

Under the military system, every cadet should be appointed by the Governor of the State, on the recommendation of the Superintendent, founded upon the evidence of written testimonials of good moral character laid before him, on or before a given day designated by law. Cadets so appointed are to be assigned to the classes which they are qualified to join, without any reference to their personal aspirations. They should sign an obligation to serve as cadets for at least two

Cadets  
to be ap-  
pointed by  
the Gov-  
ernor.



Obligations to be taken by cadets and also by parent.

years; and the father or guardian should sign a corresponding obligation relinquishing the right to withdraw them during that period. Should they aim to be graduated as Bachelors of Arts, they must complete the entire course at present required to attain that distinction; and to this end, they must, if necessary, renew their obligations, after the period of the first has expired.

Form of Cadet Commission.

A blank form of the warrant or commission issued to the cadets of the University of Alabama by the Governor of that State, is herewith communicated.

Admissions to be made at one time.

Admissions should, as far as possible, be made at the same period of the year. Exceptions may be allowed in particular cases, where satisfactory reasons are assigned for want of punctuality; but these cases should be looked to with some severity.

Qualifications for Admissi'n

Under these arrangements, it will probably be expedient to make the qualifications for admission lower than at present—requiring only the elements of a good common school education: but at the same time it will be necessary to extend the period covered by the entire course to five or even six years. *No countenance ought to be given to the disposition to make graduation cheap.* No cadet is compelled to follow up the course to the end. On the other hand, no one need be compelled, if prepared on entrance to assume an advanced position, to begin at the beginning. All such candidates as are qualified to enter what is called at present the Freshman class, will have precisely the same scholastic labor, and the same period of academic confinement before them, in order to attain a degree, as they have under existing arrangements, and no more. The extension of time proposed, is in the downward and not in the upward direction; and it is designed to give the benefits of military education to such as could not, under present regulations, enter the University at all; and as may have not so much the wish to graduate, as to secure the benefit of this valuable species of education.

Most of the military institutions of the country embrace two classes of cadets—those who are supported by the State, and those who bear their own

expenses. The State Universities and colleges, also, have usually a similar distinction: though the State scholarships secure exemption only from tuition fees, without providing for the sustenance of the student.

State ca-  
dets and  
pay cadts

In some cases, perhaps in most, the public liberality thus exercised is confined to young men *in indigent circumstances*. Experience has proved, at least in our colleges, that such benevolent provisions, however well intended, produce very little effect. The idea of becoming a recipient of public charity—for in this light the matter is very generally regarded—is whether justly or not, offensive to the pride of most young men: and, accordingly, the public scholarships designed for the benefit of the indigent, are rarely filled.

Present  
provisions  
for State  
cadets in-  
effectual.

It is somewhat different when as is the case with the University of Mississippi, public scholarships are provided to be conferred as the reward of merit. But the fact that tuition, which is the only charge from which exemption is secured by the possession of the scholarship, constitutes but a small fraction of the expenses of a student in the University; while the examinations which the law exacts as a condition for securing the recommendation of a Board of Police have something formidable to the imaginations of aspirants; renders successful competition for these distinctions an object of too little consequence to most, to induce them to make the effort necessary to obtain them. A very different result would undoubtedly be observed to take place, if the State scholarship entitled the holder to immunity not merely from tuition fees, but from all charges whatever.

Scholar-  
ships con-  
ferred in  
Mississip-  
pi as re-  
ward of  
merit, not  
sufficient-  
ly desira-  
ble.

It is upon this footing that the State cadets in the Virginia Military Institute, and those in the Arsenal and Citadel Academies in South Carolina, are placed: and it is worth the consideration of your Honorable body, whether the same provision might not be wisely introduced into the University of Mississippi. In such a case, considering that the expenses of clothing, sustenance, fuel, lights, books, stationery, &c., &c., for this class of students, will require positive outlay on the part of the University, it would be right that

Provisi'ns  
in Virgin-  
ia and S.  
Carolina.

these charges should be assumed by the State, independently of the appropriations existing or to be made for the general support of the University.

Policy of educating meritorious youth at the public expense.

This is not the place to discuss the policy of providing for a class of youth to be selected upon the ground of superior merit and educated as soldiers at the public expense. That such a policy is not only a liberal policy, but is one that in the end pays well, might, it is believed, be easily established. The arguments in support of this proposition can hardly fail to occur to any reflecting mind.

## QUARTERS.

### ARRANGEMENT—FURNITURE—POLICE.

Construction of buildings for military schools

Buildings originally erected to serve as quarters for cadets in military institutions, are constructed with reference to the convenience of military surveillance and police. Passages extend through them longitudinally from end to end; or piazzas are thrown up externally, to serve as walks in which sentries may make their rounds, wholly or partially protected from the weather.

Apartments for cadets.

The apartments for cadets are usually sufficiently large to allow four or five to occupy the same room; the advantage of this being that each may in turn be made responsible for the internal good order and neatness of the quarters, without entailing upon any a duty unreasonably burthensome.

Dormitories of University of Mississippi not well suited to the purpose.

The plan on which the dormitories of the University of Mississippi are constructed, is unfavorable to the system of Military police. It is the opinion of the undersigned, and of the military men whom he has consulted, that a considerable modification of their arrangements will be required, to adapt them to serve advantageously as quarters for cadets. The most economical mode of making the desired changes would be, to throw up piazzas of three floors in front of them, to remove the stair cases from the passages to these piazzas, to enlarge the rooms, now excessively small, by dividing the space of the passages between them, with the exception of a mere vestibule at each of the external entrances; and finally, to



open communication between each front room and the corresponding room in its rear, making of the two a suite, to be occupied by four persons. The front room will then be used as the study, and the rear room as the apartment for sleeping.

Modifica-  
tion pro-  
posed.

It is of course understood, that, on the military system, no servants are to be allowed to the cadets; but that every individual is to perform for himself all those offices which are necessary to secure neatness in personal appearance, and order and comfort in his quarters. On this account, the authorities of the military schools which have been visited, strongly recommend the heating of the buildings by steam, or by hot air furnaces, and the lighting of them by gas. Arrangements for these purposes not only contribute greatly to the neatness of quarters; but they spare the cadets a most disagreeable part of the labor which otherwise falls upon them, of carrying fuel and taking care of lights.

No ser-  
vants al-  
lowed to  
cadets.

Gas-light-  
ing and  
steam-  
heating  
desirable.

According to estimates some years since obtained by the undersigned from practical men, gas works, mains, distribution pipes and jets, might be set up at the University for the illumination of all the buildings, at a cost of about \$5,000. Furnaces or steam boilers and pipes for heating, would cost much more; and would involve the necessity of excavating, to some extent at least, beneath the buildings. No attempt has been made to obtain an exact estimate of the cost of such a work, it being presumed that so large an expenditure would hardly be thought expedient at this time. At the Virginia Institute, for a number of years after its foundation, the cadets carried their own fuel (wood being used there, as it will probably continue to be here)—but on the erection of new buildings, as the numbers became enlarged, the method of heating by steam was advantageously introduced and is now employed.

Estimate  
for Gas

As it respects gas-works, though the original cost of construction is considerable, yet the light which they furnish is cheaper than any other, even considering interest on the investment, and the works may be made to pay for themselves in a very few years. The light is also better than any ordi-

Desirabil-  
ity of gas.



nary portable light, and its use is greatly conducive to the neatness of quarters. The question of introducing gas into the University has already to some extent occupied the attention of the Board. Perhaps it would be worth while to renew the consideration of the subject now.

Furniture  
of quarters

The police of quarters requiring that all rooms should be regulated by the same uniform system of rules, it follows as a necessity that the articles of furniture which they contain should also be uniform in number and in kind. To secure this end, it is found expedient for the institution itself to furnish the rooms for the cadets, and to charge an annual rent upon the furniture. The furniture provided, embraces table, chairs, ward-robe, wash-stand, bedstead and bed. Bed covering is provided by the cadet himself. Some minor articles are also included in the uniform furniture—such as lamps, buckets, ewers and basins, &c., &c. The total cost of the furniture provided for each cadet, may reach perhaps \$25, and therefore, for a corps of one hundred, will amount to \$2500.

## ECONOMICAL ARRANGEMENTS.

Commissary of  
subsistence.

In case the proposed change should be introduced into the University of Mississippi, the institution will charge itself with the sustenance as well as the tuition of the students. It will be necessary therefore to appoint a Commissary of subsistence whose duty it shall be to take charge of all supplies provided for the Steward's department; and also a Steward who shall have the immediate management of the boarding house or mess-hall.

Steward.

Payments

Boarding is furnished to the cadets in all institutions of the class under consideration, at its actual cost—it being understood that the cost embraces also the expenses of administration.—Pay cadets are required to deposit, in advance, a sum sufficient to cover all their expenses for the year, or for the half year ensuing: but they are charged with only what they actually receive.—The South Carolina schools form an exception to this rule—the amount required from pay cadets

Deposits  
required  
from cadets.

being never sufficient to pay their actual expenses. This amount is \$200 only, and is paid in quarterly instalments of \$50 each. The loss falls upon the State.

The deposit demanded in advance of every pay cadet in the University of Alabama, is \$415, which is designed to cover the expenses of the entire year. In the Military Institute of Virginia, the fees for tuition and medical attendance are required in advance for the whole year, and a deposit to cover other expenses for six months only. The total of the first payment will therefore be about \$220, and of the second, about \$150. In the report of the Board of Directors of this Institute, made to the Governor in July, 1860, copies of which are herewith furnished, there will be found an exact statement of the total expense on all accounts, of the entire education of each member of the graduating class of that year, from the beginning to the end of the course, of the *annual* expense of each, and of the *average* annual expense of an individual cadet; as deduced from these data.— [See page 40.] This average is \$357, 98.

Deposits  
required,

Cadets are not allowed to make use of money, or to have it in their possession, unless by special permission of the Superintendent. They are allowed to make no purchases either with money or upon credit without the same permission; and any cadet whose parent or guardian discharges any debt contracted in violation of this regulation, is forthwith discharged.

Use of  
money and  
credit pro-  
hibited to  
cadets.

In order to secure the greatest economy of expenditure on the part of each individual, and to confine purchases to articles which are useful, or at least innocent, in their nature, a Quartermaster is appointed whose duty it is to provide a stock of all such articles as cadets are likely to need; and ordinarily no purchases whatever are allowed by the cadets from any other source but the Quartermaster's store. Moreover, as a security, against extravagance even in this quarter, no cadet is allowed to purchase from the Quartermaster without a permit from the Superintendent. And that the Superintendent may know the state of the individual's account at the Quartermaster's store, when-

Quarter-  
Master  
and Q. M.  
store.

Control of  
cadet's ex-  
penditure. ever a permit is sought, each cadet is required to keep a check book, in which he writes the name of the article required, and the permit is indicated by the name of the Superintendent written opposite. The check book therefore serves as a constant record of the state of the account.

Q. M.  
stock and  
sales. The articles provided in the Quarter-master's department are sold at an advance which serves to pay the expense of transportation, interest on the investment and management of the business; but without any view to profit. The amount which it would be necessary to advance at present, in the purchase of such a stock, may be put at from \$10,000 to \$12,000. In order that some idea may be formed of the nature and variety of the articles which experience shows to be required in this department, an inventory of the stock in the

Estimates  
Inventory of Q. M.  
stock in  
the Va. M.  
Institute. Quarter-master's Department of the Virginia Military Institute, kindly furnished to the undersigned by the Treasurer of that institution, is herewith transmitted. This inventory, it is to be observed, is made near the close of the session, at which period the stock is low.

## FISCAL SYSTEM.

Treasurer. In order to secure the most exact accountability in pecuniary matters, on the part of all persons connected with the institution, and to keep the accounts of expenditure in every department entirely distinct from each other, the fiscal system of the military school must be transplanted into the University, in case the changes already considered should be thought advisable. Under this system a *Treasurer* is appointed by the Board, who gives bond with security for the faithful performance of his duties and who resides at the institution. The offices of Treasurer and Quarter-master may very conveniently be held by the same person. All moneys belonging to the institution, and all deposits made by cadets as above described, are deposited to the credit of the Treasurer with a *Fiscal Agent*, the certificates of deposit being filed in the Superintendent's office. No money can be drawn from this depository, on any account, with-

Fiscal  
agent.



out the order of the Superintendent; and only then, by means of a check drawn by the Treasurer and countersigned by the Superintendent.

Mode of drawing moneys.

The Treasurer keeps distinct accounts with the institution proper, with the Quarter-master's Department, the Commissary, &c., &c., and with each individual cadet, and with all other persons having pecuniary transactions with the Institution.— In the accounts of the cadets, he keeps separate from each other, the sums paid for Quarter-Master's supplies, for board, for tuition, for Surgeon's fees, society taxes, &c., &c., so that the amount applied in each of these several modes may be ascertained in a moment, in the case of any individual. The report of the Board of Directors of the Virginia Institute, for July 1860, which has already been referred to, affords some good illustrations of the thoroughness and the simplicity of this system.

Treasurer's accounts.

## SANITARY PROVISIONS.

A Surgeon, appointed by the supervisory power, is one of the indispensable officers of every military school. His duty is to visit the institution daily, and make an inspection of its Sanitary condition. He is required also to report frequently to the Superintendent. His certificate is necessary to render valid any plea for exemption from any academic or military duty on the score of ill health. In case of the appearance of symptoms of serious illness in any cadet, he is required to cause the patient to be promptly removed to the hospital provided for such exigencies, and there to receive such attendance as the nature of his disease may demand. The compensation of the Surgeon is usually provided for, by a regular annual charge assessed upon each cadet.

Surgeon, and his duties.

## RECAPITULATION.

The undersigned has thus endeavored, as concisely as possible, to present the essential points of difference between educational institutions of the ordinary collegiate character, and those

which are subjected to a thorough military regimen. Should it be thought advisable to transform the University of Mississippi, from its present shape to that which has been proposed by the Legislature of the State, concurring, as it is presumed with the popular choice, the subjects which will require some legislative action on the part of your honorable body, may be briefly recapitulated as follows :

1. The organization of the Staff of academic and military instruction.
2. The conditions of the admission or appointment of Cadets.
3. Modifications in the construction of the buildings.
4. Furniture of the quarters.
5. The introduction of gas-illumination, and Furnace or Steam Heating.
6. The arrangement of a Commissariat.
7. The establishment of a Quarter-master's store.
8. The adoption of a system of severe fiscal control.
9. The appointment of a Surgeon.

Matters  
requiring  
action by  
the Board.

A new  
code of  
regula-  
tions to  
be adopted

It will furthermore be necessary to adopt an entirely new code of regulations for the government of the University : but as, in the preparation of this, the counsel and assistance of the Superintendent and Commandant may probably be of advantage, it may perhaps suffice in the beginning to adopt provisionally the regulations of the Virginia Military Institute, so far as they may be found applicable to the circumstances of this institution. Copies of these Regulations are herewith communicated.

Several of the points enumerated in the foregoing recapitulation will be found to involve questions of expenditure. In regard to some of these, conjectural estimates have already been thrown out. The whole may be brought together in the following succinct statement, in which the several sums are placed as low as it will probably be safe to assume them.

ESTIMATES.

1. Alterations of the three dormitories, at \$1500 each, - - - - -	\$4,500	
2. Furniture of rooms for 100 Cadets, at \$25 each, - - - - -	2,500	Estimates
3. Quarter-master's Stock, - - - - -	10,000	
4. Gas Illumination, - - - - -	5,000	
<hr/>		
Total, - - - - -	\$21,000	

The advances to the Commissariat may be so immediately repaid from the deposits of the Cadets, that they need not be included in these estimates. If, for the present, gas-illumination be deducted, the sum of about \$17,000 will apparently suffice to enable the new system to be put into operation. Even such a sum may possibly not be at the immediate command of the Board; and legislative aid may be necessary to secure the realization of the scheme. It is, however, to be considered, that some *time* must necessarily be consumed in making the needful alterations of the buildings, and that, to open the University on the proposed plan so early as has been contemplated by your honorable body—that is to say, by the first of January—will on this account be impracticable; while serious difficulty will unquestionably just now be found, in the way of organizing a military staff. These considerations would seem to suggest the employment of the permanent income of the University for the current year exclusively in preparation for a re-opening at a somewhat later day—say not sooner than September next—by the adoption of which plan it may be practicable to accomplish nearly everything embraced in the foregoing programme, without asking any additional legislative aid.

Commissariat.

Minimum sum necessary.

Time necessary to make changes.

Changes may be made, out of the permanent income.

Allusion having just been made to the difficulty of obtaining, at the present time, competent military officers to fill the positions in which the services of such men will be required here, it may be proper to mention, in evidence of the correctness of this statement, that the officers of the Virginia Military Institute, some twelve or fifteen

Present difficulty of obtaining a Military Staff.



in number, have all of them taken service in the army, the operations of the Institute having been entirely suspended: and that, although the Board of Visitors have resolved to re-open the Institute on the first of January, little hope is entertained that any of these officers will return at that time to their posts, except the Superintendent. The alumni of the Institute are also generally in the war; and all the inquiries which the undersigned was able to make in Virginia during his recent visit, were unsuccessful in obtaining the name of a single individual among these men of military education who could be frankly recommended to your consideration as a Commandant of Cadets, who would now consent to accept the appointment. Similar inquiries in South Carolina, and at the Military Institute at Nashville, Tennessee, were equally without result. It has, furthermore, within the past few days, come to the knowledge of the undersigned, that the Commandant of Cadets in the University of Alabama is about abandoning his position for the army--the same institution having already previously lost one Commandant and other members of its military staff; so that the indications in every direction are discouraging to the hope of being able at this crisis, to secure for the purposes of the University, military talent of high order, if indeed it is possible, for the moment, to make any appointment at all.

Difficulty  
of obtain-  
ing a Mil-  
itary Staff.

Candidates  
will pre-  
sent them-  
selves  
hereafter.

It seems impossible that the causes which appear to forbid the formation of a satisfactory military organization just at this time, should be of long continuance. Should your honorable body conclude to defer elections until the ensuing spring, or until your annual meeting in June next, the probabilities are that instead of finding a dearth of candidates, or of finding candidates of only questionable pretensions, you will have many eminently qualified gentlemen and accomplished soldiers from among whom to make your selections.

The undersigned has thus, according to his opportunities and his ability, accomplished the task assigned him in your resolution of the 2d Octo-

ber. In concluding this report, and thus completing the last official communication which it will be his privilege to address to your honorable body, he cannot refrain from expressing the deep solicitude he feels for the future prosperity of an institution which, for the seven best years of his life, has absorbed all his thoughts, engrossed all his energies, and constituted the only thing on earth for which he has seemed to himself to desire to live. The ambitions which he has entertained for its growth in reputation and usefulness, for the enlargement of its scope, the expansion of the field of its operations, the elevation of its aims, and its ultimate recognition as one among the honored agencies whose function is to be, not merely by education to diffuse knowledge among men, but by original investigation to add to the priceless mass,—these things have all been known to you, and to the few who like you have closely marked the history and watched the progress of the University. But the fond dreams of so many anxiously hopeful years have been at length rudely dissipated, and the convulsions which have shaken and are still shaking the country to its centre, have removed afar off the prospect of that distinguished pre-eminence in science, which seemed but recently to be opening up before the University of Mississippi. But the celebrity which the undersigned has so earnestly labored to insure to the University, though postponed, is still in store, and it will yet be realized. To another generation it may be reserved to behold the fulfillment of the brilliant destiny which awaits this noble institution; but it is a destiny which will be fulfilled—and it is this undoubting conviction which enables the undersigned, after so protracted a period of honest though possibly fruitless labor in its service—years saddened by many a wantonly inflicted and unprovoked annoyance, but illuminated also by many a bright ray of encouragement from sources worthiest of regard, and especially by many well remembered testimonials of kindness and confi-

Conclusi'n

dence received from this honorable body--to bid  
it now a cheerful and a hopeful farewell.

All which is respectfully submitted,

By your obedient servant,

F. A. P. BARNARD.

University of Mississippi,

Nov. 11, 1861.



Hollinger Corp.  
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